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AUTHOR Mendoza, Jose
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ABSTRACT

Brief descriptions are provided of several components of Glendale Community College's (GCC's) programs to ensure adequate links with the minority community and stimulate enrollments to achieve parity in enrollment proportions. Introductory sections offer a rationale for minority emphasis programs, define "minority," enumerate reasons for attending a community college, and examine the objectives and implementation of minority emphasis programs. The next sections focus on particular components of the programs, including: (1) educational outreach and recruitment; (2) retention services; (3) an early warning system whereby students in academic difficulty are referred to appropriate services; and (4) a student information system (SIS), which centralizes registration, transcripts, class rosters, enrollment reports, and financial aid data. The final sections look at the SIS in greater detail, examining system development, downloading capabilities, data retrieval, and features which permit the college to contact targeted groups, including unregistered applicants, dropouts, and new students. In addition, the report describes the database tracking system, which uses information downloaded from the SIS to track Hispanic, Black, American Indian, and Asian/Pacific Islander student enrollments and progress. Several attachments are provided on the Faculty Mentoring Retention Program, including a guidebook for mentors and information for new students. (AJL)

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ED301292

Developing and Implementing a Data Base and Microcomputer Tracking System to Track and Serve Minority Students to Enhance Minority Recruitment and Retention

GLENDALE COMMUNITY COLLEGE

June 30, 1988

Updated, November 4, 1988

JOSÉ MENDOZA
Program Coordinator
Minority Services

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EXECUTIVE SUMMARY

STUDENT TRACKING/DATA BASE SYSTEM FOR MINORITY STUDENTS

The Minority Services emphasis and philosophy is really a MISSION to cause/generate higher education enrollments in community colleges and universities/colleges. This movement necessitates extensive involvement and participation in the communities where minorities are concentrated; in order to be an active partner in added educational mobilization and emphasis.

Educational partnerships (college, university, school and community) with minority emphasis, can enhance the educational environment and generate a larger pool of college ready/able minority students.

Society, educational policy leaders, community leaders,, educational officials can no longer accept the notion of a higher than proportional lack of educational attainment in the school and community. Combined and concerted efforts can cause this to change and decrease, with increased educational success as a direct result. Therefore, the role of the minority programs is clear, as is the need for awareness and recognition of such efforts.

Minority emphasis programs have many needs, and can be categorized as follows: Added fiscal and human resources, increased activities and services to pre-college students (varying grade levels-elementary, secondary and community adults), concentrated efforts to assure and sustain the educational progress of minority students and their educational goals, develop and ability and capability to target RESOURCES to minority students to make the most IMPACT. Therefore, the goal is to assure an added potential for steady and visible increases in higher education enrollments, graduation, transfer to four year colleges, and increasing the number of minority professionals in all fields and professions and career employment.

The Student Tracking/Data-Base System is an important part of the minority emphasis efforts. Research indicates that insufficient studies and projects have been done in the minorities and higher education area. Much less has been done in tracking systems or programs. Therefore, the Glendale Community College, Minority Services Program has an added CAPABILITY to recruit and serve the minority student. The learned experiences of this effort can be replicated and utilized to help minority programs attain even higher levels of visibility and success. Also, RETENTION efforts or concerns for all students in colleges of universities can benefit from this program.

The future resource for college students will be the minorities. Present programs, suggestions and recommendations for increased accomodations by higher education, will assure an atmosphere that is better prepared to understand and serve the minority student. The minority community will benefit, as will the society as a whole.

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BACKGROUND AND RATIONALE:

Minority emphasis programs have evolved and developed in higher education as a result of intense efforts for equal opportunity and equal access for economically and educationally disadvantaged minorities. These programs have developed to attempt to assure adequate linkages with the minority community and to stimulate higher education enrollments and to achieve PARITY in enrollment proportions.

MINORITY- *A DEFINITION:*

For the purpose of this study and program development. MINORITY is defined as the ethnic groups MOST underrepresented in higher education, the professions and STABLE career employment. It is generally acknowledged that those under-represented groups are Hispanic-Americans, Black/Afro-Americans, and American Indians/Native-Americans. Minority emphasis programs and personnel serve all students who wish to utilize their services, as well as targeting efforts to all minority students and women with an added special emphasis to the under-represented groups to personalize the contact, recruitment and retention (educational sustainment) of students and prospective students.

TARGETING OF EFFORTS:

Targeting is defined as a concentration of resources (programs and personnel) to a definitive group for a specific purpose. RATIONALE: Minority emphasis programs are, by nature, limited in resources and can not, effectively serve all the minority students on a personalized basis. Therefore, efforts have to be targeted to a defined population where those human and fiscal resources will have the most impact on the most critical need students, in this manner, a significant impact is possible, with education sustainment as the result.

SCOPE OF COMMUNITY COLLEGE ENROLLMENTS:

MOST of the community college enrolled students, full or part-time, attend community colleges for the following reasons:

1. Basic Skills development (English, reading, basic math).

2. Vocational/Occupational programs (to obtain employment, learn a skill or a trade).

3. Education/Classes to change or enhance a career or upgrade skills.

4. Two year degree programs with employment afterwards as a goal.

5. Transfer - first two years of a four-year degree program to attain a professional position or status.

THE MINORITY EMPHASIS PROGRAM MOVEMENT:

Typically, minorities have not considered higher education as their primary goal. This can be attributed to a continual lag in higher education enrollments and graduation. There are many minority households where higher education is/has not been a way of life or a natural consideration. Therefore, higher education discussions and motivation are somewhat less and education attainment and aspirations can be affected. There is a visible respect and a common dream/wish to achieve in education by all the minority community. The problem or obstacle which usually surfaces is knowing how to access and traverse education in a successful manner. This is the MISSION which minority emphasis programs have undertaken in order to cause higher education awareness, interest and motivation.

MINORITY EMPHASIS PROGRAMS

Higher education acknowledges and realizes that TRADITIONAL, in-place systems of education delivery will not ASSURE proportional numbers of minorities enrolling and attending. Therefore, programs have developed to assure linkages between the institutions and the communities and ethnic groups under-represented in higher education.

IMPLEMENTATION:

Implementation of minority programs does have a certain/specific sequence of events and activities, as well as designated time frames when this will occur. The services provided for recruitment/educational outreach are different for high school students and community adults, as there are different methods and NETWORKING (contacts, information and referral) necessary to accomplish the outreach task. In general, efforts in secondary schools are initiated in accordance with the educational year, to correspond with school officials, as well as the students. Outreach to community agencies are implemented in a different manner but still within the confines of the educational year.

EDUCATIONAL OUTREACH / RECRUITMENT:

This has been a very active function that has required intense cultivation of the service area community and schools. Participation with college visitation days, career fairs and workshops, classroom presentations, parental workshops; as well as community workshops contribute to the NECESSARY CULTIVATION to generate minority student enrollments. The prospective minority students are identified with the cooperation of the target area schools and community agencies. These students are contacted through high school visitations, telephone calls, various school and community activities and program services. This prospective student population has to be systematically contacted various times throughout the educational year to bring them to the point of actually making the APPLICATION AND FOLLOWING THROUGH WITH

REGISTRATION, and all the processes necessary for them to become active students. The sequence of the contact is in this order: AWARENESS,INTEREST, MOTIVATION, APPLICATION, FORMS FOR FINANCIAL AID, ASSESSMENT, REFERRAL, COUNSELING OR ADVISEMENT REFERRAL, AND CONTINUED FOLLOW-UP to assure a systematic and smooth transition into being an active student. PARENTAL CONTACT is implemented with as many of the identified high school seniors as possible to establish discussions with parents about the educational opportunities which Glendale Community College has to offer. The parental contact has proven to be a very effective method to stimulate increased enrollments by minority students. Follow-up with parents has also resulted in increased follow through in actual enrollment and attendance. (See Calendar of Implementation, page 4a)

RETENTION SERVICES:

The Minority Services Program has always had retention related program services on-campus. This has included LIAISONS for the special ethnic groups (BLACK, AMERICAN-INDIAN, AND HISPANIC), which have a role to establish ongoing contact with enrolled minority students to assure that adequate information and assistance is provided. The most recent LIAISON role is to serve the needs of the LIMITED-ENGLISH STUDENT. The strategy has been to IDENTIFY THE NEW STUDENTS, INITIATE A CONTACT AND ESTABLISH CONTACT TO PROVIDE SERVICES AND INFORMATION. The continuing students are also contacted after the NEW students have been contacted. A very key role has been to facilitate in the area of forms necessary to enter, seek financial assistance, and provide information and referral. Other Instructional Support Services have been utilized depending on the individual student needs, such as: Testing, Counseling, Learning Center, Admissions and Records, Job Placement, Career Center, Special Services, Basic Skills, Literacy Center, Re-entry, Veterans, Financial Aid, and faculty referrals as necessary. (See Calendar of Activities, page 4b)

MINORITY SERVICES
EDUCATIONAL OUTREACH
CALENDAR OF IMPLEMENTATION
(Educational Year)

Activities/Functions	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Initiate Program -identify	x												
Prospective Students													
-high schools	x	x	x	x	x								
-community agencies	x	x	x	x	x	x	x	x					
-networking	ON-GOING AND AS NEEDED AND REQUESTED												
Presentations/Workshops													
-schools	x	x	x	x	x	x	x	x					
-community groups													
-human resource prog.	ON-GOING AND AS NEEDED AND REQUESTED												
-career days													
-high school/college visitations		x	x	x									
One-on-One Contact													
-high schools			x	x	x	x	x	x					
-community adults													
-parental contact			x	x	x	x	x	x					
-community organizations	ON-GOING AND PERIODIC VISITATIONS, INFORMATION REFERRALS AND WORKSHOPS												
Actual Sign-ups													
-admissions						x	x	x	x	x			
-necessary forms						x	x	x	x	x			
-parental consultations						x	x	x	x	x	x	x	x
-workshops/presentations		ON-GOING											
Follow-up													
-all admissions processes											x	x	
Orientations												x	x
Registration								x	x	x	x	x	x

MINORITY SERVICES
RETENTION PROGRAM
CALENDAR OF ACTIVITIES

Activities/Functions	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Identification of new incoming minority students (assist in transition)	x												
Personal contact with new student. Facilitation & referral with:	x	x	x	x	x								
-admissions	x												
-placement testing													
-advisementA													
-financial aid (if applicable)													
-educational counseling referral as applicable													
-orientations													
-registration													
Follow-up (personal contact													
1st enrolled follow-up		x	x	x	x	FIRST PART OF EACH SEMESTER							
2nd enrollment follow-up			x	x	x								
Services as needed													
-review of educational plan			x	x	x	x	x	x	x	x			
-follow-up on forms, processes & paperwork													
-referral to program, services or counselor			ON-GOING AND AS NEEDED OR REQUESTED										
-coordination with faculty			ON-GOING AND AS NEEDED OR REQUESTED										

GLENDALE COMMUNITY COLLEGE
MINORITY RETENTION PROGRAM
EARLY WARNING AND RETENTION SYSTEM

Glendale Community College, in an effort to broaden its services and increase minority student retention, has developed a warning system for use in helping students and instructors.

The purpose of this Early Warning and Referral System is to identify problem areas of individual minority students and to connect those students with the appropriate college support service.

The report will be held in strict confidence: IT WILL NOT RESULT IN THE DISCIPLINE OF THE STUDENT.

The Minority Services Office will serve as a clearinghouse, and referrals should be addressed to that office. SPS-15, telephone, 435-3075.

.....

Date_____

Name of Instructor/Teacher_____School_____

Student Name_____

Nature of Problem (Please Check where applicable)

( )	Excessive absences in class	( )	Poor Progress in Classes
( )	Possible Health problem	( )	Career/Vocational counseling Needed
( )	Possible emotional problem	( )	Other (Please Specify below)

Remarks or Recommendations for Action_____

_____

_____

_____

Please Check if you would like a follow-up or call on this matter. ( )

EARLY WARNING SYSTEM:

This concept can be a very effective tool to stimulate referral from ALL FACULTY MEMBERS, provided there is a counseling and clearinghouse system in-place that will expedite the referrals. The goal will be assure that minority students are on-track with their educational goals and making progress. Again, this will require as much ON-CAMPUS visibility as is possible within the constraints of an equal priority for EDUCATIONAL OUTREACH/RECRUITMENT. Retention programs have been implemented on a limited basis with faculty mentors and faculty that refer students to Minority Services on a regular basis. The results have been very positive, as referral or student self-recognition has re-established the educational goal. (See Early Warning Referral Form, page 4c)

RETENTION PLAN:

Retention efforts will continue to attempt to utilize faculty mentors to help out the minority student. This will necessitate much interaction with faculty members to assure that contact is established and maintained with the student. This will involve meeting with faculty members, helping them reach their students, and lending support to the faculty mentor efforts. Continued contact with the faculty volunteers will have to be a regular and integral part of the FACULTY MENTOR COMPONENT. In addition, the Minority Services Program will have to assure the COMMITMENT of the minority student to participate actively in the program. Incentives and rapport building will be developed and implemented for this purpose.

MICRO-COMPUTER DATA BASE VERSUS CENTRALIZED STUDENT INFORMATION SYSTEMS:

Implementing the Minority Services Program, including all components of service:

- Educational Outreach/Recruitment
- Community Adults
- High School Minority Students

- Retention/Student Sustainment
- Early Warning Information and Referral
- Faculty Mentoring
- Minority Services Liaisons

This APPROACH/METHOD/SYSTEM does require timely usage of data to monitor services provided, extent of contact and services targeting follow-up processes, actual enrollments and follow-through, enrolled student referrals, targeting workshops and dissemination of information, servicing the MORE AT RISK minority students for student retention. In addition, completion numbers/rates, grade points, accumulated hours, and grade point averages are important to monitor actual program services, as well as TARGETED concentrated efforts. All this is necessary in order to have a standard of measurement for educational attainment and success.

REPORTS:

Periodic and regular reports are a necessity, in order to obtain a general overall gauge of educational activity, enrollments, statistical summaries and service area enrollment overviews

STUDENT INFORMATION SERVICE (S.I.S.):

Centralized student information has certain PRIMARY functions. They are:

- Registration
- Records/Transcripts
- Class Rosters
- Enrollment Reports

Within these categories are added features for:

- Class/Course Banks for Registration
- Degree Checklist, Individual Transcripts

- Fee Assessments
- Enrollment Verification
- Assessment Records/Testing Information
- Application Information

Additional and extensive usage is allotted for:

- Fiscal Operations/Financial
- Financial Aids Records/ Financial Aids Management System (F.A.M.S)
- Administrative Information (A-1) of which Electronic Mail is one of the most used functions.

PARAMETERS:

The CENTRALIZED Student Information System (S.I.S.) was not really intended to serve as a tracking system for Student Services. However, there is certain valuable information, which can be utilized to help monitor certain student progress, such as:

- Application List

- Enrollment Alphabetical Listings

    - Can be broken down by ethnicity (includes name, address, zip, social security, day or evening student, new or continuing or former student, hours registered)

S.I.S. LIMITATION AND PRIORITIES (Statement of Need):

Obtaining necessary and specific information for specific programs above and beyond the S.I.S. files is difficult and not timely, as S.I.S. priorities and usage are firmly established. Also, particular and specific requests for student information and reports ALWAYS requires programming to develop data retrieval and computer reports. The PROGRAMMERS are quick to point out that Instructional Support/Student Services are

not part of NORMAL operations or of a high priority. Therefore, adjustments have to be made by programmers to obtain reports, when POSSIBLE to work on programs that will elicit the information requested. Again, this reinforces the need for PROGRAM specific micro-computerized student tracking systems targeted to the special needs of Minority Emphasis programs.

DOWNLOADING OF STUDENT INFORMATION FILES:

Certain FILES of information can be DOWNLOADED from the S.I.S. file to a HARD DISK (Macintosh) or floppy disk (IBM P.C.) for input into a micro-computer system. In turn, this information can be utilized within a DATA-BASE system/program. Indexing or program modifications can be implemented to best utilize the data in accordance with the program needs. At this time, the systems emphasis can be for student tracking and providing of services and monitoring of student progress and enrollment status. The OBJECTIVE of the Minority Services Program.

PROGRAM ACCOMPLISHMENTS / DEVELOPMENTS:

System Development:

Mr. Phil Moloso analyzed the program needs of the Minority Services Program, fall 1987 and early spring 1988. HARDWARE and SOFTWARE were installed in early spring 1988 semester. Exchanges were initiated after approval by the Dean of Administrative Services and the Director of the High Technology Center.

Hardware:	Macintosh SE
Printer:	Image Writer/Apple Computer
Software:	System Folder, D-Base Mac, Desktop/Accessories MacPaint/Graphic, SuperPaint/Graphic, Microsoft Word Processing, Excel 1.04 for Macintosh, Fox Base/Data Base

DATA RETRIEVAL:

A downloading of Student Information was conducted from the centralized Student Information System to input into the hard disk system for usage with the software in-place. The minority files retrieved and downloaded from S.I.S. included 2700 plus students including:

- Spring 1988 minority students, broken down by ethnicity
- Application file for the fall 1989 semester
- Registered and non-registered minorities for the fall 1989 semester (amount of semester hours enrolled for)

In ADDITION, INPUT was necessary to identify which minority students participated with the "Faculty Mentoring Program." This information was conducted to determine a success rate/level for those minority students TARGETED and SERVED personally by faculty members and provided extra emphasis and personalized contact. (At the date of this report, random samples were being developed to make statistical comparisons between mentored and non-mentored students. At the same time statistical significance studies were being initiated to determine empirical validity of the comparisons. Again, these studies were broken down for more defined analysis by ETHNIC groups. This procedure/process will become a part of the overall tracking system for the minority students, as programming within the system will make this analysis routine.

The EARLY WARNING and REFERRAL aspect of minority student retention is PRESCRIPTIVE and very helpful for REFERRAL or consultation. This part of the retention process will be easier to implement due to immediate access to student information, initiation of a preliminary consultation, and making the appropriate referral.

CAPABILITIES OF THE SYSTEM:

STAGES of the process for recruitment and retention will be implemented on a priority basis based on learned experiences of the Minority Services Program. The system will target program services, follow-up and any necessary correspondence in this manner.

1. Applicant students who have not registered, will be identified/contacted personally, and forwarded personalized correspondence to better assure their actual follow through in enrollment. A merging of the data files and the use of the word processing package will facilitate this part of the program.

2. Continuing students from the spring semester 1988 who have not registered to continue for fall 1988 will be identified, contacted and targeted to provide an added emphasis for continuing towards their educational goal.

3. An identification of fall new minority students will permit the program to quickly target the new student population for an added emphasis for service and random selection for the "Faculty Mentoring Program."

4. Pre and post minority enrollments throughout the semester will provide completion rates, full-time student equivalent data, statistical summaries. And community and school enrollment figures will provide an added feature for the program and service to the minority student.

FINANCIAL REPORT

KPNX GANNETT GRANT

Grant Award:		$2,500.00
Development Expenses:		2,041.00
Systems Development Consultant	$ 500	
Student Wages/Input output	1,272	
General Supplies	222	
Printing and Duplication	47	
TOTAL	$2,041	
Balance of Grant:		$ 59.00

NARRATIVE TO FINANCIAL REPORT:

Glendale Community College; the High Technology Center; the Computer Software Library; Mr. Mark Montanus and Ms. Doris Velasco, Computer Technician Supervisors, were very helpful in providing in-kind support to this DEVELOPMENTAL PROJECT. Hardware, software, technical assistance, and systems development were all provided to enhance the grant project. Training, program review, program modifications, and technical assistance will continue to be provided.

With approval the of KPNX, GANNETT we would like to use the remainder of the funds to further refine the program through the summer.

MINORITY SERVICES
PROGRAM UPDATE
DATA-BASE TRACKING SYSTEM FOR
MINORITY RECRUITMENT AND RETENTION
FALL 1988

The DATA-BASE TRACKING SYSTEM was operational for the Fall 1988 semester. The information was down loaded from the Centralized Student Information System (S.I.S.) to include:

Spring 1988 Minorities
- -Hispanic
- -Black
- -American Indian
- -Asian / Pacific Islanders

In addition, the applicant file for the Fall semesters (new and former students), was down loaded to a hard disk and input into the system. This was implemented to be able to initiate a follow-up of applicant minority students to assure a follow through in application, enrollment / registration and eventual attendance The process permitted the Minority Services Program to identify those applicant students to target follow-up contact and services, to minority students.

FOLLOW-UP

The follow-up for every Fall semester is implemented in the following sequence

- -New students (N)
- -Former students (F)
- -Continuing students (C)

The students are also classified and designated as daytime or evening students, which provides added information for manner of follow-up to target the contact with some information prior to contact.

MAILING

There are occasions for mass mailings to further the follow-up and enrollment efforts. Also, targeted to particular ethnic groups is also possible to communicate specific services or emphasis to students. The increased counseling capability now possible in the Minority Services Program also creates the need for increased publicity or awareness for the minority students to voluntarily seek out added assistance and information. The addition of a Financial Aids Liaison position also creates added capability to the program and a need to communicate this extra service to the minority student population. Again, mailing is a capability that is now possible with the Data-

Base Micro-Computer System. Programing was necessary, in order to create and generate mailing labels to a particular and targeted portion of the designated minority student population.

ADDED PROGRAM USAGE

A pro-active approach (initiate contact and follow-up) is undertaken to create added awareness interest to generate student contact with the Minority Services Office. Again, this is provided added assurances that there is adequate and appropriate information, and the timely delivery of program services.

FACULTY MENTORING RETENTION PROGRAM

The faculty members are given the opportunity to volunteer to become mentors to a specified number of new minority students. There are many more new minority students than there are volunteer faculty mentors. Therefore, it becomes necessary to develop a system to randomly select those students that will be a part of the faculty mentoring progress. The system for targeting and identifying the participants was to first determine the number students which can be served by the number of faculty mentors available. Second, it is necessary to determine the number of new minority students that are available in the pool. Again, targeting efforts are for the ethnic groups. Most under-represented in higher education and the professions, are

-Hispanic
-Black
-American Indian.

Equality, Fairness and Impartial implementation of the mentoring is critical. To assure that the targeted new student population has an equal chance to participate in faculty mentoring. The selection design was based on the following approach:

The number of new and targeted minority students from each ethnic group divided by the number of students that can be served by the faculty mentors, based on five (5) student's per faculty mentor. The proportion of each group is further delineated by the proportional number based on enrollment proportions and percentage.

As previously stated, there are general retention program emphasis for the under-represented minority students. (Hispanic, Black, and Native-American) this is to provide the added assurances for educational sustainment and increased possibilities of accomplishing the educational goal. A project with a retention emphasis, is the utilization of volunteer faculty mentors (personal counselor/advisor) to provide extra/added attention to the personal and educational needs of students.

The faculty mentors require structured information and assistance to better serve their targeted and assigned minority students. Therefore, the student assignments can also include background information and specific instructions and suggested program activities and services, including timeliness for program implementation. There is a need for student schedules, which is not a capability of the down loaded student information , which is part of the Data-Base. There is no network hook-up (a direct contact with the centralized Data-Base) to generate student schedules. There is an apparent dependency with the campus Admissions and Records office to generate student schedules based on the identified and targeted minority students selected for mentoring. Student schedules are necessary for the faculty to be able to contact the student's professors/instructors to make inquiries as to the student's status and generate a more knowledgeable student contact. Also, early intervention is possible with usage of the "Early Warning and Referral System". The Minority Services Program is directly involved with all phases of retention (student educational sustainment), including the mentoring efforts and early warning referrals.

DATA/BASE TRACKING UTILIZATION
SELECTION/TARGETING/IDENTIFICATION

The selection/identification of minority students is necessary in order to target program services to a specified clientele. This is considered necessary to maximize the program services to a "higher risk" student. (A student who faces a higher probability of encountering educational obstacles, due to being a first time student and not necessarily having all the information to assure educational success.) The targeting permits the Minority Services Program to add extra emphasis and program services to a defined group of students who have similar characteristics (new students).

ANALYSIS, CAPABILITY, AND EVALUATION

In addition to the targeting of services and extra emphasis. The system permits comparisons and contrasts in order to determine the impact of the added contact efforts and emphasis.

Analysis can be conducted on the following variables to determine the impact: (but, not limited to)

- -Grade point average
- -Semester hours completed
- -withdrawal rates
- -Sustainment rates (completion)
- -Different ethnic group comparisons

EXAMPLES OF USAGE

The Black students are a certain number enrolled. Of this group, there are new, continuing, and former students. The Data Base System permits the delivery of services to all these students, with the capability to target or develop a sequence of initiated contact, with the intent to assure on-going linkages with the Black students. The designated liaison has specific instructions to implement a pro-active contact (assertive initiative) in a certain manner and in the following sequence:

-New students
-Continuing and former students

NATIVE-AMERICAN STUDENTS

This group of students are of **High** priority for the the Minority Services Program. The reasons for the priority of contact, follow-up and services are:

-A small but significantly growing number of Native-American Students.

-The development of a new Native-American student organization, which needs leadership, resources, activities and program services.

-There is a tendency for this identified group to be more susceptible to educational obstacles, and a pro-active and on-going contact can assure that information is going out, personal contact is initiated, and services provided.

HISPANIC STUDENTS

This is the largest number of any ethnic group enrolled at Glendale Community College. This group of students has significant numbers of new and continuing students. The numerical magnitude of this group of students makes it equally necessary to identify and target program services for the maximized utilization of human and fiscal resources. Again, these services are implemented on a pro-active basis (initiate the contact and have on-going contact).

DATA BASE/WORD PROCESSING PROJECT

The targeting and broad base of contact and services for the minority student allows for projects to initiate contact and provide information. In addition, personalized correspondence and mailings are possible utilizing the Data Base and the Word Processing aspects of the Hard Disc (Data Storage) to develop outgoing correspondence with specified information targeted to the particular audience.

PROGRAM DEVELOPMENT FOR DATA/BASE TRACKING SYSTEM

The on-campus retention efforts are developed and will incur program refinements to make the system more effective and timely.

Outreach is an integral part of the efforts of the Minority Services Program. Outreach is contact with public schools, community awareness and organizations, and parental and student contact to provide the agencies and information necessary to generate student interest and actual application to Glendale Community College. Again, a systematic follow-up process of the prospective and applicant students is an added feature that possibly could be incorporated into the Data/Base system with status updated to keep track of the student progress with all the steps and processes necessary to become an actively enrolled student at Glendale Community College.

Tracking Sys Update

MINORITY SERVICES
Glendale Community College
6000 West Olive Avenue
Glendale, Arizona 85302

Telephone: 435-3075

September 15, 1988

Dear Faculty Mentor:

We appreciate your participating in Glendale's Faculty Mentoring Program. Here are the students who have been (randomly) selected for your attention:

name_____ address_____ SS#___-__-____

semester hours enrolled_____, day____ evening____ student

(A facsimile of information in the Data Bank File)

"See Attached Student Schedule"

Update and Guidelines for Faculty Mentoring

Research studies continue to indicate that faculty/instructors play a very important role in the educational sustainment of the minority/multi-cultural college student. Educational support programs which utilize the "Important Resources", the faculty, to participate actively in mentoring students, have shown to be very effective in strengthening the total educational environment for the student.

Therefore, considering the magnitude of the higher need for the higher risk minority/multi-cultural student, it is recommended that mentoring be implemented to serve the minority/multi-cultural student. This activity is important, as personal attention to the educational and personal need of college students does increase the possibilities for higher levels of educational success and sustainment.

A study by professor Rufus Cox, January 12, 1988, reaffirms the present direction of Glendale Community College's retention efforts directed at the minority/multi-cultural designated students. Again, there are pro-active, on-going, and in-place

follow-up services administered by liaisons within the Minority Services Program. This is to assure that information is going out, assistance is being provided and appropriate referrals are being made. This service is targeted to the new students first, followed by contact and follow-up with continuing students, (both day and evening) to assure that linkages are established with as many of the students as possible. The faculty mentors reinforce this personal and pro-active contact and provide the contact from the academic classroom, assuring the student of the personal interest and concern for their continued enrollment and eventual educational success. The study by Mr. Cox indicates the following philosophy, goals, and activities as key-components for successful mentoring.

Philosophy of the Minority Program (Adjusted to Glendale Community College)

Academic achievement and success for students can be enhanced by a close supportive attachment to the academic institution itself. This is especially true in the case of many minority/multi-cultural students.

Sometimes, when minority students enroll in an academic institution, there are often unforeseen barriers and situations that may threaten their chances to successfully achieve academically. In order to diminish the impact of these barriers, there is a need for communication channels to be established within the institution to assist these students by providing enriched advising, encouragement, coaching (guidance), information, referral and advocacy.

Goals of the Minority Mentoring Program

1. To proactively and positively increase Glendale Community College's staff and student contact to enhance the quality of those relationships in an approach that would lead to the best possible teaching and learning climate.

2. To provide additional help and support, so that minority students can take advantage of the higher education opportunities at Glendale Community College.

3. To support and complement ongoing advising, retention and mentoring efforts now occurring at Glendale Community College including the academic advisement program.

4. To Provide an opportunity for the student to become actively involved in programs which would enhance the following various developmental areas: college survival, study skills, goal setting, career development, and educational planning.

5. To provide an informal orientation for the student

Implementation of the Minority Mentoring Program

The Fall of 1988, the Glendale Community College Minority/Multi-Cultural Services Program will promote and provide opportunities for all faculty and administrative staff members to engage in a Minority Mentoring Program. Faculty and staff volunteers would be allowed to supervise and sponsor five minority students for whom they would provide mentoring during the student's enrollment at Glendale Community College.

Responsibilities of the Mentor (Taken directly from the research)

1. Orientation: Either at formal orientation or immediately after, the mentor would lead selected students through an information orientation to the College, introducing them to each other, to registration procedures, and to how the Learning Labs and Tutoring Center,Counseling, and Job Placement centers operate. In addition, as early in the semester as possible, the mentor would initiate individual and group meetings which would be expected to occur throughout the semester. (As need/ wanted in accordance with student needs)

2. Meetings with Mentors During the First Three Weeks of Each Semester and During Mid-Semester Grades (before Drop and Add): At least once during each of the first three weeks of each semester, and during the midterm grading period (before drop and add). "The student would be required to meet with his or her mentor to "check in and make sure that everything is going all right."

3. Pre-Registration: The mentor would meet with each student to plan a schedule of courses to be taken for the following semester. This activity would be coordinated with the Academic Advising Center and available counseling support to the program.

4. "Acting as a Broker": The mentor would aid mentorees in making good use of institutional resources such as Learning Labs, Job Placement, Tutoring Services, etc.

5. Conferencing Before and During Final Examination Week: Shortly before or during the last week of classes, faculty mentors would meet with their mentorees to check the students' progress and offer encouragement.

6. Letters of Recommendation: Mentors would write letters of recommendation stating the strengths of the mentorees which the men-

torees could use for application to a transfer institution scholarship consideration or for employment.

7. Maintaining a Log of Meeting with Mentorees: After meeting with mentorees, mentors would write an evaluation of what they observed to be the mentoree's best course of study and describe what occurred during the meetings for use in later reports. These notations could be short, would be intended for internal use only, and would assist the mentor in writing an evaluation of how the program had succeeded or failed in helping the mentoree. (A log book would be kept to standardize the report.)

8. Writing an Evaluation of the Program for an Overseeing Committee: Further guidelines for what the evaluation would cover could be laid out by a committee overseeing the enriched mentoring program.

Selection of Mentors

All faculty and administrative staff would be invited by the Minority/Multi-Cultural Services Program to indicate if they are interested in volunteering to serve as a mentor for five or more minority student

Evaluation of the Minority Mentoring Program

The Minority/Multi-Cultural Services Program and the Faculty Mentors would evaluate the mentoring program at the end of one semester. Data could include information obtained through review of the,

- files the mentors used during the first semester;
- mentor's written evaluations of their mentorees;
- mentorees' written evaluations of their mentors;
- mentors' written evaluations of the program; and,
- attrition rate, GPA, withdrawal rate, and any other
- relevant parameter of group in the pilot program.

Sincerely,

José Mendoza
GCC Minority Services

Glendale Community College
Minority Services Office
6000 West Olive Avenue, Glendale, Arizona 85302 602-435-3075

September 9, 1988

Subject: IMPLEMENTATION OF
FACULTY MENTORING PROGRAM
FOR MINORITY STUDENTS

Dear Faculty Mentor:

Welcome back for the fall semester. I am sure that many of our students are glad that you are back and they can re-establish their contact with you to receive your guidance and support for their educational goals.

We want to re-establish the mentoring program and re-define the activities and services. The program will have added COUNSELING resources to provide added assistance to faculty mentors and their students. Two counselors from the Counseling Center have been given one and one-half (1 1/2) days of release time to enhance contact and services to minority students and receive referrals through the "Early Warning System" which we want you to use to provide PRESCRIPTIVE GUIDANCE to Minority Services. (see attached form)

For your added/recommended support, we have established a sequence of activities and services which you could utilize to mentor the minority students assigned to you. Also, there are student assistant LIAISONS, with a special assignment to establish ON-GOING contact with minority student groups. Liaisons concentrate on:

- Native-American students
- Black students
- Hispanic students

These liaisons are at your disposal to help you establish contact with your students, deliver messages to their classes, or assure that the students establish contact with you and follow through on appointments. The liaison's name, work schedule and phone number will be forwarded to you as soon as they are HIRED, and assigned their responsibilities.

The recommended sequence of contact and services to the new minority student is as follows:

ACTIVITY	TIME FRAME	RESPONSIBILITY
Identify Students	2nd.& 3rd. week of class	Minority Services
Assign students to Faculty Mentors	2nd.& 3rd. week of class	Minority Services
Communication to assigned students	2nd & 3rd. week of class	Minority Services
Follow-up of assigned/ targeted new students	2nd & 3rd. week of class	Minority Services and Liaisons
Initial Student Contact	3rd & 4th week of class	**Faculty Mentor**
Orientation on Educ. prg. & educational expectations	3rd& 4th week of class	**Faculty Mentor** & Minority Services
Develop follow-up contact schedule	2nd& 3rd month of classes	**Faculty Mentor**
Pre -registration Contact	3rd month of classes	**Faculty Mentor**

PREVIOUS CONCERNS, raised by the Faculty Mentors are to assure commitments by the students to initiate contact with their assigned faculty mentor and keep scheduled appointments. The student assistant liaisons, personnel from Minority Services, and the Counselors can lend extra support to assure the commitment by the student. You may make us aware of the appointment by calling, or sending us a note. Sometimes address and phone numbers change; we can send a note to the instructor to notify the student to contact you and assure follow-through. Again, the counselors added release time to work in Minority Services will further the efforts of the program and provide an additional resource for you (faculty mentor) and serve as an added referral capability for increased program contact

STUDENT IDENTIFICATION (Admissions)
New student identification should include: alphabetical list of new minority students; name, address, social security number, and phone number. Added information for the faculty mentor will be the student's schedule. Admissions has been requested to provide labels with the student's address and telephone number which will then be put in the folders for each mentor.

Again, thank you for your commitment to this mentoring effort. Our records continue to indicate that added/extra contact does make an impact on the student and their educational sustainment. Also, feel free to utilize the Early Warning form for ANY of your minority students who might need referral. Our assigned Counselors, Financial Aid clerk and Minority Services personnel will follow-up, establish contact and help the student continue on with their educational goal.

Sincerely,

José Mendoza
Program Coordinator
Minority Services

cc: Phil Moloso; Mary Lou Bayless; Mollie Pusateri; Dr. Joe Griego,Counselor; Dr. Joe Parham, Counselor; Olga Fuentes, Financial Aid clerk.

Attachments:
-Early Warning System referral forms and Attachment;
-Role of the Faculty Mentor
-Faculty Mentor Consent form

Glendale Community College
Minority Services Office
6000 West Olive Avenue, Glendale, Arizona 85302 602-435-3075

September 9, 1988

Subject: IMPLEMENTATION OF
FACULTY MENTORING PROGRAM
FOR MINORITY STUDENTS

Dear Student:

The Minority Services Program wishes to provide personalized assistance to all/as many as possible of the incoming/new minority/multi-cultural students. Our office/program intent is to assure that students have all the information and assistance necessary to stay on track on their educational goals. Glendale Community College has a substantial number of faculty that have volunteered to act as MENTORS to students. (personal advisors and supportive counselors to students) This program (mentoring) was developed, due to the fact that there are so many minority/multi-cultural students that existing instructional support services could not address all of the educational needs of the students.

Studies/research of the Mentoring Program have clearly shown that there is increased educational success if students receive on-going contact and services in relation to their educational goals.

RESPONSIBILITIES OF YOU THE STUDENT

Your Mentor will attempt to contact you to set up appointments. You in turn should initiate contact with your assigned mentor. (Name, office location and telephone number will be provided) Please make sure that you make the contact and keep the appointments. You may not be in need of assistance, but can benefit from reinforcement discussions on your educational goals and define clearly your educational plans and time tables. Also, you will receive up-to-date information on your program major.

Please maintain contact with your Mentor and the Minority Services Program as you are SPECIAL, (being a new student) and we want to make sure that your educational experience is positive.

In addition, Counseling assistance will be available in the Minority Services Office, as well as assistance from a Financial Aid clerk. Their schedule is as follows:

COUNSELING ASSISTANCE, Dr. Joe Griego

Monday	1:00 - 4:00
Wednesday	8:00 - 12:00

FINANCIAL AID CLERK, Olga Fuentes

Mondays and Thursdays	8:00 - 12:00
Tuesdays and Fridays	1:00 - 5:00
Wednesdays	3:00 - 7:00

You may drop-in or make an appointment, whichever is more convenient for you.

Again, we are pleased that your are at Glendale Community College. We want you to have educational success and want to help in any way that we can. Please call (435-3075) or visit our office, SPS-15, in the Student Personnel Services building.

Sincerely,

José Mendoza
Program Coordinator
Minority Services

Attachment:

xc: Dr. Joe Griego, Olga Fuentes.

FM Student Ltr

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ERIC Clearinghouse for Junior Colleges

JAN 20 1989